CHAPTER - III
GOVERNMENT POLICY MEASURES REGARDING PRIMARY EDUCATION

India became independent on 15th August 1947. After a hectic struggle, the shackles of colonial rule were broken. When our leaders began taking stock of our situation, they were appalled at the very low literacy rate prevalent in India. The percentage of literacy was just about 14% in 1947 and the total educational expenditure was Rupees 57 crores. Today after six decades, independent India is witnessing a completely changed scenario, where in, India has one of the largest educational systems of the world, with the largest number of primary schools. This has happened because our national leaders were determined that India needed education for all as a matter of principal. It is said that if you are planning for the future, educate your children and that is exactly what our founding fathers have done.

The Constitution of India in its chapter called Directive Principles of State Policy Enunciates the need for education of children.

We are yet to achieve the target due to various reasons such as - class and caste differences narrow religious beliefs, conservation attitude, and poverty and so on. Poor people do not send their children to school due to the involved expenses, family size etc. The central and state governments have tried to improve and expand primary education since the attainment of freedom.

Causes listed for wastage of money and resources spent at primary stage of Education are as follows:

1) Absence of a Methodical Approach
2) Indifferent Guardians
3) Faulty Administration
4) Poverty
5) Lack of Suitable Curriculum
6) Old Traditions

Despite these short comings, a lot of effort is now being undertaken by our government through various schemes and policy measures aimed at achieving "Education for all".

1. **THE WARDA EDUCATION CONFERENCE - 1937**

   It was held in Warda on 22nd and 23rd October 1937. Gandhiji wanted education to be free and compulsory for all boys and girls between the ages of seven to fourteen. He evolved a scheme of education which would be in harmony with the culture and civilization of the Indian people and which would resolve the problems of mass education in a practical way. The basic idea was to impart education through some vocational training or productive work.

   The eminent educationists, congress leaders and workers along with the education ministers had attended the conference. Gandhiji himself presided over it. 4 resolutions were passed.

   - Free and compulsory education to be provided on a nationwide scale.
   - That the medium of instruction be the mother tongue.
   - That the process of education through this period should centre around some form of manual productive work suitable for the local condition.
   - The conference expects that the system of education will be gradually able to cover the remuneration of the teacher.

2. **SIR JOHN SARGENT - 1944**

   The educational adviser to the Government of India was asked to prepare a comprehensive report on education. The government formed a

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committee of enquiry with 22 members. The report of the committee was submitted to the Central Advisory Board of Education (CABE) in 1944. The board accepted 'intoto' and recommended its enforcement. Therefore, it is called as 'The Sargent Scheme of Education' also known as "Report by the Central Advisory Board of Education (CABE)" and also as the “plan for post war educational reconstruction in India”.

This scheme has a historical importance as it was the first attempt to develop a “National System for Education” in India. This report consisted of 12 different chapters from pre-primary to university education. This is undoubtedly a valuable document.

The major proposals are listed below
1) Pre-primary education for all children between 3 to 6 years of age.
2) Universal compulsory and free primary or basic education for all children between the ages of 6 to 11 year (Junior Basic) and 11-14 years (Senior Basic).
3) High school education for six years for selected children between 11-17 years.
4) Degree course for three years beginning after the higher secondary examination for selected students.
5) Technical, commercial, agricultural and art education for full time and part time students. Girl’s schools are to teach domestic science.
6) The liquidation of adult illiteracy and the development of public library system in about 20 years.
7) Full provision for proper training of teachers.
8) Educational provision is made for the physically and mentally handicapped children.
9) The organisation of compulsory physical education.
10) Provision is made for social and recreational activities.
11) The creation of employment bureaus.
12) The creation of department of education at the Centre and at the State levels.
13) Mother Tongue is to be used as the medium of instruction in all high schools.

3. **CONSTITUTION OF INDIA - 1950**

The Constitution of India is the supreme law of India. It came into effect on 26th January, 1950. India celebrates this day every day as 'Republic Day'.

The constitution of India lays down the below mentioned articles on education.

i) **Article 45**: Deals with the directive principles of the state policy of India. It lays down that the state shall endeavor to provide within a period of 10 years from the commencement of this constitution, 'free and compulsory education' for all children until they complete the age of fourteen years.

ii) **Article 46**: Deals with the education of weaker section’s of the people. The state shall promote the education and the economic interest of weaker sections, particularly schedule caste and schedule tribes and shall protect them from social injustice.

iii) **Article 29 (1)**: Regarding language safeguard of any section of citizens, residing in any part of India, having a distinct language, script or culture of its own shall have the right to conserve the same.

iv) **Article 29 (2)**: Regarding individual citizen rights, no citizen will be denied admission to any educational institution, which is receiving funds from the state or centre.

v) **Article 350**: Deals with the instruction in their respective mother tongue up to the primary level of education.

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3 [http://lawmin.nic.in/ncrwc/finalreport/v261-5html](http://lawmin.nic.in/ncrwc/finalreport/v261-5html)
vi) **Article 351**: Deals with development of Hindi as the National Language. It is the duty of the Government to promote and spread Hindi so that it can serve as a medium of general expression throughout India.

There are several other articles like article 3, 15, 37, 62, 63, 64, 65, 66 etc, which also deal with different aspects of education. After the 42\textsuperscript{nd} amendment in the Constitution of India, the centre can issue any direction on policy matters of states pertaining to education. In the 83\textsuperscript{rd} and 86\textsuperscript{th} amendments of our constitution the emphasis is on education as a fundamental right.

4. **NATIONAL BAL BHAVAN (NBB), NEW DELHI - 1956\textsuperscript{4}**

It is an autonomous body, fully funded by the Ministry of Human Resource Development (MHRD), which was established for children in the age group of 5 to 16 years. Objectives of the National Bal Bhavan are to enhance the creative potential of children and to inculcate in them scientific temper, a spirit of challenge, experimentation, innovativeness and creativity. It was founded by Pandit Jawaharlal Nehru in 1956.

Since its inception, NBB has grown substantially and the Bal Bhavan Movement has gained momentum over the years. At present there are 73 Bal Bhavans across the country which are affiliated to the NBB. With the objective of reaching out to the maximum number of children who cannot avail the facilities provided by the NBB at the head quarters, 52 Bal Bhavan Kendras have been opened in different localities of Delhi. These Kendras cater to the under privileged children living in slum areas, rural areas, resettlement colonies and are manned by part time instructors.

Objectives of National Bal Bhavan are achieved through many activities encompassing a wide spectrum of subjects like science, creative arts, crafts, performing arts, photography, tailoring / stitching, games, publication

\[\text{http://nationalbalbhavan.nic.in/index.asp?linkid=279&langid=1}\]
related activities and so on. The National Training Resource Centre (NTRC), is a resource centre for imparting training to teachers and teacher trainers in creative activities organized by the NBB. NTRC imparts training to primary teachers and trained graduate teachers.

The Bal Shree Scheme of NBB honours exceptionally talented children in the creative arts with awards, after a rigorous process of selection at the zonal and national levels. National Bal Bhavans, besides organizing its own local and national level programmes, also take’s part in cultural exchange programmes with other countries.

5. **THE KOTHARI COMMISSION - 1964-1966**

The Kothari Commission was set up in the year 1964 with Dr. D.S. Kothari, as chairman of the Union Grants Committee (U.G.C). Among the members 5 educationists were from England, America, France, Japan and Russia. J.P Naik was appointed as secretary of the commission and J.F McDougall as associate secretary. The commission consisted of 17 members.

The unique feature that has made this commission important are:

i. All the five earlier commissions did not deal with education as a whole but focused attention on different levels of education. This commission reviews the entire education system.

ii. Another unique feature of this commission was its conviction that education is the most powerful tool of national development. Every page of the report emphasizes the crucial role of education in national development. Education was conceived as a pivot of National Honour.

iii. The international composition of the commission is also significant and it is profitable to draw up on the thinking and experiences of educationists from other countries.

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5 [http://www.kkhsou.in/main/education/edu-commission.html](http://www.kkhsou.in/main/education/edu-commission.html)
Objectives of the Commission

i) Increase in Productivity

ii) Promoting Social and National Integration

iii) Education and Modernisation

iv) Developing Social, Moral and Spiritual Values.

Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to life and also to the needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation.

6. NATIONAL POLICY ON EDUCATION (NPE) - 1968\(^6\)

The Education Commission (1964-66) was appointed to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. The report submitted to the government was formulated into a National Policy on education. The main objectives were:

i. To provide free and compulsory education and to fulfil the 'Directive Principles' under article 45 of our Constitution seeking to provide free and compulsory education up to the age of 14.

ii. Status, emoluments and education of teachers: Teachers who imbibe good qualities and character mould our children therefore their emoluments, status and educational services should be adequately remunerated.

iii. Development of languages: a) Regional language as a medium of education at primary and secondary stages, b) Three language formula should be adopted along with Hindi and English, one regional language is to be included, c) Hindi must act like a link language, as provided in Article 351 of the constitution, d) Sanskrit should be given special

\(^6\) http://www.indg.in/primary-education/policiesandschemes/policies-and-schemes.
importance, e) International language like English and any other language could also be included.

iv. Equalisation of Educational Opportunity
   a) Regional imbalance to be corrected
   b) Common School System
   c) Education of girls
   d) To develop backward and tribal people
   e) Educational facilities to be extended to physically and mentally handicapped children.
   f) Identification of talent
   g) Work experience and national service
   h) Science education and research
   i) Education for agriculture and industry
   j) Production of books
   k) Examination reforms
   l) Equal opportunity at the secondary level
   m) University education of high standards
   n) Part time education and correspondence courses
   o) Spread of literacy and adult education
   p) Games and Sports to be developed
   q) Education of minorities
   r) The Education Structure (10 + 2 + 3).

7. THE NATIONAL POLICY FOR CHILDREN - 1974

The National Policy for children was founded on the conviction that child development programmes are necessary to ensure equality of opportunity to children.

Priority is given to programmes relating to

a) Preventive and promotion of child health
b) Nutrition for infants and children in the pre-school age group and also nutrition for nursing and expectant mothers.
c) Maintenance, education, training of orphans and destitute children.
d) Crèches
e) Care, education, training and rehabilitation of handicapped children.

The state shall take the responsibility to provide free and compulsory education for all children up to the age of 14. The needs of the children and our duties towards them are expressed in the Constitution. The NPE which was adopted by parliament gives direction to state policy on the educational needs of children. It is also a party to the ‘United Nations’ Declaration of the rights of the child. Based on this the Government of India adopted this resolution on the National Policy for Children.

8. THE CONSTITUTIONAL AMENDMENT - 1976

The Constitutional Amendment of 1976 which includes education in the concurrent list was a far reaching step whose substantive, financial and administrative implications required a new sharing of responsibility between the Union Government and the State Governments, in regards to education. The union government accepts a large share of responsibility to

a) Reinforce national and integrative character of education
b) To maintain quality and standards
c) To study and monitor the educational requirements
d) Advanced studies
e) International aspects of education
f) To promote excellence at all levels of the educational pyramid, throughout the country.

9. **NATIONAL POLICY ON EDUCATION - 1986**

The then Prime Minister Rajiv Gandhi called for a comprehensive review of the existing educational system and the National Policy on Education (NPE) came into effect. It was adopted by the Parliament in May 1986. NPE has stood the test of time. Development during the years necessitate certain modifications. More developments and experiences were incorporated into NPE in 1992 and a revised Programme Of Action (POA) (1992) was formulated.

While broadly endorsing NPE, Central Advisory Board on Education (CABE) has recommended a few changes and submitted a report on 7th May 1992.

The modified policy envisages a National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of primary schools and to provide non-formal education.

It also emphasises the need for a much higher level of investment in education of atleast six per cent of the national income.

Seven CABE committees were set up to examine:

i. Free and compulsory education bill and other issues related to elementary education.
ii. Girls education and common school system
iii. Universalisation of secondary education
iv. Autonomy of higher educational institutions
v. Integration of culture education in the school curriculum
vi. Regulation mechanism for the text books and parallel text books taught in schools outside the government system.

vii. Financing of higher and technical education.

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10. DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET) - 1986

It is based on the recommendation of National Policy on Education policy 1986 DIET is a 100% centrally sponsored scheme. There are 29 DIETs in Tamil Nadu. Three main functions of DIET are Training, resource support and action research. It functions with seven branches.

- Pre Service
- Work Experience
- District Resource Unit
- Planning and Management
- Educational Technology
- In service and curriculum Material Development and
- Evaluation

In the Tamilnadu state, DIET imparted pre-service education to 2400 students in the first year and 2400 students in the second year. It organised in-service training programmes for the professional development of teachers, for framing of syllabus and curriculum, for revision of text books, for catering to the changing professional needs of teachers in the context of advancements in the field of science and technology, organised the planning, coordinating, conducting and evaluating training programmes.

Teacher Training

Setting up District Institutes of Education and Training (DIET) is a significant institutional mechanism in providing academic, resource support to basic education and to engage in action, research and innovation. Teacher education is a continuous process and its pre-service and in-service components are in separable. They have to be incorporated to strengthen the education system.

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http://dietneemuch.nic.in/about.html
11. **OPERATION BLACK BOARD (OBB) - 1987**

OBB was launched in 1987-88, with aims at improving human and physical resources available in primary schools of the country and to make provisions of at least two reasonably large rooms, with at least two teacher and essential learning materials for every existing primary school.

However OBB could not cover the entire spectrum of the schools. The scheme has been subsumed in Sarva Shiksha Abhiyan (SSA) program from 2002-03. However, the planning commission had decided that as a special case, the Central Government would meet the committee expenditure of teachers salaries in North eastern states only under the OBB scheme for one more plan period. SSA funds with the sharing ratio of 75:25 between Central and State Governments were provided during Tenth Plan period.

**Non-Formal Education (NFE) – 1987**

This has become an important alternative channel for children who cannot attend fulltime school. The focus of this scheme is on the ten educationally backward states namely- Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. It covers urban slums, hilly, tribal, desert areas and areas with concentration of working children in the other states as well.

The Central and State Government share the financial responsibility in the ratio of 50:50 for co-educational centres and 90:10 for girls NFE centres. Assistance to the extent of 100 per cent is provided to voluntary agencies for running NFE centres for experimental and innovative projects.

**Minimum Levels of Learning**

The National Council of Education (NCERT) Research and Training has developed the National Curricular frame work. Within this frame work the minimum levels of learning have been laid down for primary level.
The strategy to improve learning acquisition in school, focus as attention on what is happening in the classroom and seeks to bring the principles of equity, quality and relevance to bear upon it. The strategy aims to lay down learning outcomes expected from basic education at a realistic, relevant and functional level. It also prescribes the adoption measures that would ensure that all children who complete a stage of schooling, achieve these outcomes.

12. **SHIKSHA KARMI PROJECT (SKP) - 1987**

The Government of Rajasthan initiated both Shiksha Karmi (1987) and Lok Jumbish (1992) projects. They are micro level initiatives and were later integrated into state-wide strategies to meet the educational needs of the deprived rural communities.

The objectives of SKP were to achieve the following

i. Universalisation of Primary education in remote, socio-economically backward villages, in those blocks of Rajasthan where the existing primary schools have been dysfunctional.

ii. A qualitative improvement of primary education in such villages by adapting the form and content of education to local needs and conditions.

iii. Improvement in enrolment of all boys and girls in the age group of 6-14 years.

iv. Building of a level of learning to the norms of class V.

The project literally means 'education worker' and aims to transform dysfunctional schools to bring about a qualitative improvement in the delivery of education.

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13. **MAHILA SAMAKHYA (MS) - 1989**

The Mahila Samakhya programme (Education for Women Equality) started in 1989, is a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalised groups. It is being implemented in more than 1400 villages in 60 districts of nine states. It was started with the Dutch assistance in 1989 and since 2005-06 it is being funded by the Government of India.

The objectives of the scheme are to enhance the self image and self confidence of women, to create an environment for women to learn at their own pace, set their own priorities, seek knowledge and information to make informed choices, to establish a decentralized and participative mode of management, to enable Mahila Sanghas to actively assess and monitor educational activities in the villages, to provide opportunities for the education of women and adolescent girls and to bring about greater participation of women and girls in both formal and non-formal education programme.

The Mahila Sangha, is the nodal point where all activities are planned and which provides the space where women can meet, be together and discuss their problems. A group of two or more women called Sakhi or Sahayaki are trained to work as catalysts, who facilitate the formation as well as discussions in the Sangha. The funds, earmarked for the Sangha, can be deposited in a Bank / Post Office account and can be used collectively by the women for a period up to three years. Sahayoginis look after a group of up to 10 villages and work as motivators, supporters and guides.

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12 Education policy and practices: case studies from Delhi and Mumbai by Radhika Iyengar, Sharmi Surianarain, Economic and political weekly, Sept. 20, 2008.
**Mahila Samakhya (MS) - 2005-06**

It is an externally aided project for women's empowerment and was started with Dutch assistance in 1989. Since 2005-06 it is being funded by government of India. The programme endeavours to

a) Create an environment for women to learn at their own pace.

b) Set their own priorities.

c) Seek knowledge and information to make informed choices.

d) Strengthen women's abilities to effectively participate in village level educational programmes

e) Provide vocational and skills development as well as educational development of adolescent girls and women in rural areas.

The state of Madhya Pradesh and Chattisgarh has registered Mahila Samakhya societies through which the programme is initiated. The Mahila samakhya runs residential schools, bridge courses, viz. Jagjagi and Mahila Shikshan Kendras.

**14. THE NATIONAL INSTITUTE OF OPEN SCHOOLING (NIOS) - 1989**

The NIOS was formerly known as open school, it was established in November 1989 as an autonomous organisation of National Policy on Education (NPE) 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS is providing a number of vocational life enrichment and community oriented courses besides general and academic courses at secondary and senior secondary levels. It also offers elementary level courses through its Open Basic Education Programmes (OBE). Government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre-degree level courses.

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13 Social and Rural Research Institute (2005), New Delhi.
   Tenth Five Year Plan, Elementary Education and Literacy, Chapter 1.
15. **JOMTEIN DECLARATION - 1990**

World declaration on ‘Education for All’ - was adopted by the world conference on 'Education for All' for meeting basic learning needs at Jomtein Thailand between the 5th and 9th March 1990.

The 'Universal Declaration of Human Rights', asserted that "every one has a right to education”.

Despite efforts, the following realities persist

- More than 100 million children, including at least 60 million girls have no access to primary schooling.
- More than 960 million adults, 2/3rd of who are women are illiterate.
- More than 100 million children and countless adults fail to complete basic education programmes.

The vision encompasses

- Universalizing access and promoting equity
- Focusing on learning
- Broadening the means and scope of basic education
- Enhancing the environment for learning
- Strengthening partnership

16. **LOK JUMBISH PROJECT (LJP) - 1992-94**

The innovative project "Lok Jambish" was provided with assistance from Swedish International Development Agency (SIDA) was launched in Rajasthan to achieve education for all through people’s participation. It aims at facilitating access to primary education by all the children enrolled in schools, improvement in quality of education, improving gender equity through education, making special efforts to link children belonging to

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14 [http://www.unesco.org/education/pdf/JOMITE.E.PDF](http://www.unesco.org/education/pdf/JOMITE.E.PDF). Published by UNESCO report for the secretariat of the international consultative forum on education for all

15 [www.cute-international.org/CHD/LOK-JUMBISH-project.htm](www.cute-international.org/CHD/LOK-JUMBISH-project.htm)
disadvantaged communities with elementary education, and soliciting peoples participation for universalisation of primary education.

It has set up innovative management structures incorporating the principles of decentralisation and delegation of authority as well as building partnership with local communities and voluntary sectors, intensive community mobilization and school mapping, processing as well as developing innovative design for community centre school buildings programme.

The first phase of the project was implemented during June 1992-1994 at a cost of Rs.14.03 crore shared between SIDA, the Government of India and Government of Rajasthan in the ratio of 3:2:1. The second phase of the project was implemented between July 1, 1994 to June 1998 which was extended up to 31st Dec 1999 and the expenditure incurred was Rs.96.92 crores. The third phase was from 1 July 1999 and during this phase United Kingdom Department for International Development (DFID) shared the expenditure of Rs.400 crores. The fourth phase 75 blocks was covered with 305 clusters taken up for operationalisation and 8675 villages were provided with environment buildings. The Joint Review Mission (JRM) visited Rajasthan in January 2004, to undertake a review and appreciated the progress of the project.

17. **DISTRICT PRIMARY EDUCATION PROGRAMME - 1994**

The district primary education programme (DPEP) is a highly purposive post independent intervention in our country launched in 1994 in select districts chiefly to ensure realization of Universalisation of primary education goals, constitutionally mandated upon the country. The universal primary education goal envisages, among others retention of all the children admitted in the school until they complete primary education.

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16 A Paper presented at the national seminar on cost and wastage in primary education held at The institute for Social and Economic Change (ISEC), Bangalore from August 11-13, 1999.
The several factors that facilitate the retention goals include regular attendance, punctual turnout and presence in the school for the whole day. Any aberration is likely to gradually snow ball into premature withdrawal of the child, a phenomenon known as dropout. It is this phenomenon of dropouts, which the UPE goals of retention seek to address.

The constitutional goal of universal enrolment does not become meaningful and substantive except when all the children enrolled are retained in the schools until they complete their primary education.

The programme is supervised through periodic supervision missions such as Joint Review Missions. Project Management Information System (PMIS) and Educational Management Information System (EMIS), are useful for maintaining school information. National Institute of Educational Planning and Administration (NIEPA), New Delhi is given the responsibility of developing a school based computerised information system. The ministry of Human Resource Development, GOI as a part of DPE national endeavour decided to design and develop this computerized system and the first version of the software is named as DISE and was released in 1995. The reviews and various evaluatory studies of the programme have resulted in significant increase in enrolment, improvement in learning, reduction in repetition rates and dropouts. With increased community involvement we find improvements in classroom processes.

18. NATIONAL COUNCIL FOR TEACHER EDUCATION - 1995

The National Council for Teacher Education (NCTE) was established on 17th August 1995, with a view to achieve planned and coordinate development of teacher education system throughout the country and for regulation and proper maintenance of norms and standards of teacher education. Some of the major functions of NCTE are
i. Laying down norms and standards for various teacher education courses.

ii. Recognition of teacher education institutions.

iii. Laying down guidelines in respect of minimum qualifications for appointment of teachers.

iv. Surveys and studies.

v. Research and innovations.

vi. Prevention of commercialisation of teacher education.

vii. To achieve planned and co-ordination development of teacher education system throughout the country.

Four regional committees of the council have been setup at Jaipur, Bangalore, Bhubaneswar and Bhopal for Northern, Southern, Eastern and Western regions respectively. These regional committees primarily look after recognition of teacher training institutions in their respective regions and are empowered to grant permission to these institutions to run teacher training courses as per the provisions of the National Council for Teacher Education Act.

19. UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION - 1995-2004

The period 1995 to 2004 was designated by the United Nations as the UN Decade for Human Rights Education. The National Human Rights Commission has been supporting major seminars on Human rights education.

In February, 1996 a two day seminar was jointly organized by the Canadian Human Rights Commission and the National Human Rights commission in India. The president of India inaugurated it. Senior

representatives from the Ministries, Organisations of the Government of India, armed forces, and three state commissions were represented along with representatives from United Nations International Children Educational Fund (UNICEF). The World Bank report on primary education says that India's primary education glass is $\frac{2}{3}$rd full and $\frac{1}{3}$rd empty.

As part of the growing effort to create an awareness of human rights in the educational system -

a) National council of educational research and training (NCERT) has undertaken in 1997-98 the preparation of guidelines and materials for the observance of Universal Declaration of Human rights in schools.

b) The Central Board of Secondary Education (CBSE), The Kendriya Vidyalaya Sangatham and The National Open School have decided to observe the 10th of December every year as Human Rights Day. Human Rights awareness is essential to create an awareness of and respect for Human Rights. The task at hand therefore, is to inform the weak about their rights in order to learn how to defend them solves and to inform the strong so that they may learn how to respect them.

20. THE COMMON MINIMUM PROGRAMME OF THE UNITED FRONT GOVERNMENT - 1996-97

This programme undertook the challenge of universalisation of elementary education by making the right to free and compulsory elementary education a fundamental right and enforcing it through suitable statutory measures.

The conference was held on August 9-10, 1996 by the Education Minister and the state education secretaries. This committee was leaded by the Union Minister of State for Human Resource Development (HRD) and Education. The report submitted emphasised on
i. Right to free and compulsory elementary education as a fundamental right.

ii. Exemption from payment of excise duty on State Text Book Corporations, thereby making the text books more affordable for student from weaker sections of society.

iii. Scheme to assist voluntary agencies in the establishment of residential primary schools; this scheme was intended to be implemented through non government organisations (NGO).

iv. An initial sum of Rs.5.00 crores has been set apart in the Union Budget for 1996-97.

v. Feasibility study to be undertaken by National Council for Education Research and Training (NCERT) and formulate a detailed scheme accordingly.

21. LOCAL ESCORT SYSTEM (LES) - 1997-98

In the District Primary Education Programme, Tamilnadu a strategic decision was taken to launch in a phased manner, a preventive scheme to meet the challenges of pupil absenteeism in January 1997-98. It is a highly purposive intervention and it does not entail heavy financial commitment, the benefits far outweigh the financial implications. Its objectives are

- To develop a general profile of the schools where LES is in operation.
- To develop a general profile of teachers working in these schools.
- To develop a general profile of Ayahs.
- To assess the relative extent of escort services provided in the district.
- To study the possible relationship between local escort scheme and enrolment.
- To study the possible relationship between LES and pupil absenteeism.

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18 A Paper presented at the national seminar on cost and wastage in primary education held at the Institute for Social and Economic Change (ISEC), Bangalore from August 11-13, 1999, by M.R.Santhanam, Consultant Professor and Head, EREM Wing DPEP, Chennai-6.
➢ To study the possible relationship between LES and attendance.
➢ To study the possible relation between LES and grade repetition phenomena.

The LES was introduced in small measures as an experiment, keeping in mind the DPEP imperative of reducing dropout and improving attendance, the evaluation study done shows perceptible direct benefits in terms of increased enrolment, pupil attendance and also reduced pupil absenteeism, dropout and grade repetition.

22. MILLINIUM DEVELOPMENT GOALS (MDGS) - 2000

At the Millenium Summit in September 2000, the largest gathering of world leaders in history adopted the United Nations Millenium Declaration, committing their nations to a new global partnership to reduce extreme poverty and to achieve universal primary education by 2015. This is known as the Millenium Development Goals (MDGs). They are basic human rights - the rights of each person on the planet to health, education, shelter and security.

23. THE SCHEME OF SARVA SHIKSHA ABHIYAN (SSA) - 2001

The scheme of sarvashiksha abhiyan was launched in 2001. SSA strives to provide

i. Universal elementary education

ii. Quality based education

iii. Social Justice through basic education

iv. To effectively involve Panchayati Raj institutions, school management committee, Village and urban slum level Education Committees (VECs), Parents Teachers Associations (PTAs), Mother Teacher

19 http://www.unmilleniumproject.org/goals/index.htm
20 1) http://www.uupcc.org/communitydev/education_elementary_sarva.pdf
2) Social and Rural Research Institute (2005), New Delhi.
Associations (MTAs), Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

v. Expression of political will for universal elementary education across the country.

vi. To bring about partnership between the Central, State and Local Government.

vii. To provide an opportunity for State Governments to develop their own vision of elementary education

The objectives of Sarva Shiksha Abhiyan are

✓ All children in the age group of 6-14 years to be enrolled in schools, Education Guarantee Centre (EGC), Alternate School (ALE) or back to School camp by 2003.

✓ All children complete five years of primary school by 2007.

✓ All children complete eight years of elementary schooling by 2010.

✓ Emphasis on quality of education ie education for life.

✓ Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.

✓ Universal retention by 2010.

In every state there is 1 Cluster Resource Centre (CRC) for every 10 schools, 10 CRCs per Block Resource Centre (BRC) and 5 resource teachers per block. There should be no single teacher school and there should be no multi - grade teaching. The assistance under the programme of SSA was on a 85:15 sharing arrangement during the ninth plan, 75:25 sharing arrangement during the tenth plan and 50:50 sharing thereafter between the Central Government and State Governments.

The programme covers the entire country with special focus on the educational needs of girls, SCs, STs and other children in difficult circumstances. The programme seeks to open new schools in habitations
which do not have schooling facilities and strengthen existing school infrastructure through the provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grant. The SSA has a special focus on girls and children of weaker sections. A number of initiatives including free text books, to be provided to these children under the programme. The SSA also seeks to provide computer education even in rural areas to bridge the digital divide.

The SSA also stresses the need to change the teacher’s role. They will be facilitate and encourage children to learn using the Activity Based Learning (ABL) method. The students move from memory based to understanding based system of education.

Several Innovative Schemes which were integrated with SSA

Several innovative schemes in the elementary sector following the National Policy On Education in 1986 which were integrated with SSA are

i. Operation Black Board

ii. Teacher Education

iii. Non formal Education

iv. Mahila Samakhya

v. National Programme for Nutritional support for Children in Primary Schools. It provides additional components for education of under privileged girls targeting additional resource to Educationally Backward Blocks (EBB).

vi. State specific education projects in Bihar, Rajasthan, Uttar Pradesh and Andhra Pradesh.

vii. District Primary Education Programme in 248 Districts of 18 States.

Building as Learning Aid (BaLA):

Building as Learning Aid for developing Model Schools of Sarva Shiksha Abhiyan (SSA). BaLA is a way to holistically plan and use the
schoolinfrastructure. It incorporates the ideas of activity based learning, child friendliness and inclusive education for children with special needs (CWSN). At the core, it assumes that the architecture of a school can be a resource for the teaching-learning processes.

There are two levels of this intervention:

- Develop the SPACES to create varied teaching-learning situations
- Develop the BUILT ELEMENTS in these spaces as teaching-learning aids

**The Spaces can be**
- Classroom
- Corridor
- Steps and staircase
- Outdoor space

**The Built Elements can be**
- Floor
- Wall
- Window
- Door
- Ceiling
- Platform
- Furniture

BaLA is about innovatively treating the space and the built elements to make the existing school architecture more resourceful with higher educational value in a child friendly manner.
24. THE EIGHTY SIXTH AMENDMENT ACT 12th DECEMBER - 2002\textsuperscript{21} OF THE INDIAN CONSTITUTION

An act further to amend the constitution of India was passed on 12\textsuperscript{th} Dec 2002. The constitution of India in a directive principle contained in article 45 has made a provision for free and compulsory education for all children up to the age of 14 years. We could not achieve this goal even after 50 years of adoption of this provision. It gained momentum after the National Policy of Education (NPE) 1986. Yet the goal still remained unfilled. In order to fulfill this goal, the proposed amendments were being made.

a) To provide free and compulsory education to children in the age group of 6-14 years (93rd Amendment Bill) 2001.

b) To provide in article 45 of the constitution, that the state shall endeavour to provide early childhood care and education to children below the age of 6 years and

c) To amend article 51A of the constitution with a view to providing that it shall be the obligation of the parents to provide opportunities for education to their children.

25. ACTIVITY BASED LEARNING (ABL) - 2003\textsuperscript{22}

Activity-based learning started sometime in 1944 around World War II when a British man David Horsburgh came to India and finally decided to settle down here. He was an innovative thinker and charismatic leader. He started teaching at the Rishi Valley School. This initiative of Horsburgh was later proved to be one of the pioneer and milestones in ABL. In modern time ABL is the method of education followed in the Corporation schools of Chennai, from 2003, as an effort to provide special schools for children who had been freed from bonded labour.

\textsuperscript{21} http://indiacode.nic.in/coiweb/amend/amend86.htm.
\textsuperscript{22} Economic Appraisal Report, 2008-09, http://en.wikipedia.org/wiki/Activity-based_learning_in_India
The Activity Based Learning (ABL) has been introduced in corporation schools in Chennai and also Panchayat Union Schools all over Tamilnadu. This approach was divided into four phases.

1) Preparative Capacity Building Phase
2) Experimental Phase
3) Extension Phase
4) Evaluation Phase.

Benefits of ABL Approach

- Children learn at their own pace.
- Group learning, self learning and mutual learning are promoted.
- Teacher teaching time is judiciously distributed among children.
- Rote learning is discouraged.
- Child is free to choose his activity of learning.
- No child can move to the next step without attaining the previous one.
- Attractive cards create interest among children
- Scope for child development in creating and communication skills.

Almost all the regular schools and 6000 Activity Initiated Centers have been selected for the implementation of the ABL method. This ABL concept has become another silent revolution in innovative education. Primary education consisting of 1st - 5th standards and upper primary consisting of 6th to 8th standards, Elementary education, that is classes 1st to 8th standards, is the foundation of the pyramid of the education system and has recorded a major push in the 10th plan through Sarva Siksha Abhiyan's intervention in India. It has brought down the number of out of school children from 32 million in 2001 to 7 million in 2006-07. Sarva Siksha Abhiyan also stipulated the 1 to 50% of additionally recruited teachers should be women. Tamilnadu has shared the 5th position in the number of female teachers per male teacher’s statistics in India.
26. **KASTURBA GANDHI BALIKA VIDYALAYA - 2004**

This scheme was launched in July 2004 for setting up of residential schools at upper primary level for girls, predominantly those belonging to Schedule Caste (SCs), Schedule Tribe (STs), other backward castes and Minorities in Educationally backward blocks. 75% of seats are reserved for girls from the target groups. The tenth plan allocation for this scheme was Rs.427 crores. The allotments of KGBVs to states were not in proportion to the number of EBBs under National Programme for Education of Girls at Elementary Level (NPEGEL). Only 2180 residential schools were sanctioned under KGBV for girls belonging to SCs, STs, OBC, Minorities and BPL families. The EBBs skewed distribution of KGBVs would be set right in the eleventh plan.

27. **MID DAY MEAL SCHEME (MDM) - 2004**

Mid Day Meal Scheme was launched in 1995 to enhance enrolment, retention and participation of children in primary schools, simultaneously to improve their nutritional status. Mid Day Meal Scheme was revised and universalized in September, 2004. It provided nutritional support to students in drought affected areas during summer vacation. The central assistance was provided at Rs.1.00 per child / per school day for converting food grains into hot cooked meals for children studying in classes I to V.

The scheme was further revised in June 2006 to enhance minimum cooking cost to Rs.2.00 per child / per school day to provide 450 calories and 12 grams of protein. It provided

a) Assistance for construction of kitchen - cum - stores at Rs.60000/- per unit in a phased manner in primary schools.

b) Procurement of kitchen devices (utensil at Rs.5000/- per school

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23 i) Tenth five year plan - elementary education and literacy, chapter 1
ii) Social and Rural Research Institute (2005), New Delhi.

24 The New Indian Express, Coimbatore, Friday 11 January 2013.
c) Provides free food grains
d) Bears cooking cost
e) Transport subsidy

In Tamilnadu, Health cards are issued to all children and School Health Day is observed every Thursday. Curry leaves and drum stick trees are grown in the school premises. Under the integrated child development scheme ICDs, the government will soon serve five varieties of mixed rice in centres functioning for children below 5 years in Erode. Mondays - Tomato Rice, Tuesday - Mixed Rice, Wednesday - Vegetable Pulav, Thursday - Lemon Rice, Friday - Dhal Rice, Saturdays and Sundays - Mixed Rice. The staffs are being trained now.

The Tamilnadu State Government Scheme has decided this year in 2013 to change the menu under the nutritious meal scheme. For the students studying in government run schools across Tamilnadu. The project, which introduced 13 varieties of rice and four varieties of egg preparations has been launched in all the districts of the state. The first phase of implementation however, with take place only on one block in each district. The decision to change the long standing menu for the nutritious meal scheme was made by the J.Jayalalitha Government, and was aimed at making the scheme more relevant to the times and to the tastes of school children. Deliberations had been held with celebrity chefs and nutrition experts and training has been imparted to cooks. The scheme is currently being inaugurated on a pilot basis in only one block of each of Tamilnadu's 32 Districts.

In Karnataka: Gas based cooking has been introduced. Akshya Patra where private participation has been encouraged.

26 The New Indian Express, Coimbatore, Thursday 21 March, 2013, p. 6
In Pondicherry: Mid Day Meals plus Rajiv Gandhi Breakfast Scheme of a glass of hot milk and Biscuits is provided.

In Bihar: Bal Sansad (Child Cabinet) involved in orderly distribution of Mid-Day-Meals.

In Uttarakhand: Mothers are appointed as Bhojan Mata and Shayika in primary schools.

In Gujarat: Children are provided micro nutrients and Chhattisgarh and deworming on a regular basis.

Madhya Pradesh

28. SPECIAL LITERACY PROGRAMME FOR WOMEN - 2005-06

This scheme was introduced during 2005-06 in the Directorate of non-formal and adult education to give literacy training programme for women. The six districts covered under this programme were - 1) Dharmapuri, 2) Villupuram, 3) Erode, 4) Salem, 5) Krishnagiri and 6) Perambalur.

It was later extended to all districts during 2006-07. For the year 2007-08, it would cover 12 lakh beneficiaries in all the districts of Tamil Nadu.

29. THE RIGHT TO FREE AND COMPULSORY EDUCATION - 2009

The parliament has adopted the revised bill of 'The right of children to free and compulsory education bill, 2009'. Loksabha approved it by voice vote and the Rajya Sabha passed the Bill. The Central Government’s move is a national enterprise that would help shape India's future. The law is brought not to interfere with the State government's attempt to provide elementary education. On the medium of instruction, there is a provision in the bill to

27 www.tngov.in/spc/annualplan.ap20047-08/2.20-education.pdf.
provide elementary education, as far as possible, in the mother tongue of the child. The law would ensure, free compulsory and quality education by qualified teachers. The curriculum would be less rigorous and it would ensure all round development of children.

While 25 per cent of seats in every private school would be allocated for children from disadvantaged groups including differently abled children at entry level, as far as minority institutions were concerned upto 50 per cent of those seats could be offered to students from their communities.

Mr. Kapil Sibal, the Human Resource Development Minister in 2009, stressed the need for a big boost to children's education, he said out of every 100 children attending elementary school only 12 reach graduation. In Europe it is 50-70 and the global average is at 27. The central government aims to increase India's average to 30-35 by 2020, he said. On infrastructure, he said there was a provision for establishing a recognition authority in every state under which all schools had to fulfil the minimum requirement of infrastructure within three years.

30. FEE STRUCTURE FIXED FOR PRIVATE SCHOOLS IN TAMILNADU - 2010-2013

The scenario of fee structure fixed for private schools in Tamilnadu from 2010 onwards is summed up and listed below:

**May 2010:** Fee fixation committee headed by Justice K Govindarajan, prescribed fee for the 10,934 private schools across the state of Tamilnadu.

**June 2010:** Over 7000 Schools raised objections to the fee structure.

**October 2010:** Justice K. Raviraja Pandian takes over as Chairperson

**November 2010:** Panel begins hearing appeals of schools.

**June 2011:** Revised Fee structure for nearly 6400 schools announced.

**August 2011:** Justice S.R. Singhravelu takes over as the third chairperson.
September 2011: Sends detailed questionnaire to nearly 2200 schools for whom committee had not fixed the fees earlier.

The current chairperson of the private schools fee determination committee Justice S.R. Singharavelu is regularly attending to appeals filed by school managements and parents. The fees are not yet fixed for all the schools in Tamil Nadu.

31. **SAMACHEER KALVI (EQUATION EDUCATION SYSTEM)**
   - **A UNIQUE EDUCATIONAL SYSTEM - 2011**

   Samacheer Kalvi, this is the hot topic of Tamilnadu. It was termed to be Tamil Nadu Uniform System of School Education, were all schools of Tamil Nadu will follow a unique and same syllabus. This equitable education system is a Government of Tamil Nadu’s, unique programme to integrate the various schools educational systems under one common system. This comes under the act of Tamil Nadu Uniform System of School Education, 2010 which leads the way for quality education for all.

   This Samacheer Kalvi was first introduced in the year 2010 by the then ruling government of Tamil Nadu, Dravida Munnetra Kazhagam (DMK). They first had a trial of this unique education scheme for students of 1 classes and VI, in that academic year. Thus, as it had a huge response among the people and students, they then decided to implement the same to all standards from the next corresponding year. But, the DMK party met with a great defeat in the elections and the Government was moved to the hands of Ana Dravida Munnetra Kazhagam (ADMK), the current ruling party of Tamil Nadu.

   The present ruling government of Tamil Nadu decided not to implement this unique educational system and banned this Samacheer Kalvi for the academic year 2011-2012. The reason for this ban, was that the books

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had content in praise of the DMK's leader. The High Court of Tamil Nadu ordered the State government that the Samacheer Kalvi must come to implementation soon and it cannot be banned. Again the government of Tamil Nadu filed a case against this in the Supreme Court and the Apex court refused to stay the order of the High Court and ordered the Tamil Nadu government to distribute books and follow Samacheer Kalvi on or before August 2, 2011.

32. TEACHER ELIGIBILITY TEST (TET) IN TAMILNADU - 2012

The Madras High Court (Madurai Bench) has held that persons who hold degrees but who are not employable cannot provide quality service to the schools and children. It had upheld the State Government’s decision to make a pass in the Teacher Eligibility Test (TET) mandatory, for recruiting school teachers. If a person is appointed as a teacher he/she must pass the TET within 5 years. Tamilnadu had conducted the first TET on 12th July 2012, but the Right To Education (RTE) came into force in 2011 and the teachers vacancies arose in 2011-12. Tamilnadu state government is now insisting on all the teachers recruits to pass the TET within 5 years of appointment.

33. APPEAL BY TARAT-DAC - 2013

The Tamilnadu Association for the Rights of All Types of Differently Abled and Care givers (TARAT - DAC) has appealed to the government on 29, January 2013 to implement the 3 per cent quota for differently abled in education and employment. Though the government has announced the reservation, it has not enforced the norm yet.

29 The New Indian Express, Coimbatore, Thursday, 29th January 2013.
34. TECHNOLOGY DEVELOPMENT IN TAMILNADU- 2013

Over 80 per cent of the student’s data has been entered in the Education Management Information System (EMIS) database. All the schools including private schools, were involved in creating a database on every student. The database would help in tracing the dropouts, implementation of free welfare schemes, scholarships to particular communities, issue of transfer certificates easily and would prevent students from manipulating the details. Information collected through child information form from the students carry details about students name, parents name, income, community, mother tongue, differently abled or not, attendance status, sports participation, details of siblings etc.

35. TEACHERS TRAINING IN TAMILNADU- 2013

A training programme for teachers began from 1st of February 2013. The programme is jointly conducted by the State Council for Education, Research and Training (SCERT) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) a shared scheme of the Central and State governments to achieve universalization of secondary education and contain dropout after elementary education. A total of 1134 teachers from 178 government schools and 63 aided schools would benefit from this programme. The training would be given in English, Tamil, Mathematics, Science and Social Science. It would focus on content enrichment and encourage the teachers to bring the laboratory to the classroom. Content analysis and basic concepts would also be dealt with.

30 The Hindu, Monday 4th February 2013
36. **THE RIGHT TO EDUCATION ACT TO BE FULLY IN FORCE FROM APRIL 2013:**

The right to Education Act, 2009 will come into force fully from April, this year (01-04-2013), with the completion of the three-year preparatory period. Collector of Erode Mr.V.K. Shanmugam will flag off a rally from the Collectorate on the 21st of March 2013 to create an awareness among the public on the RTE Act. Similar rallies will be held in all blocks and also in the neighbourhoods of all schools. "As per the Act, the first three years were a preparatory period. But from April 2013, the Act will be strictly enforced, "Additional Chief Education Officer (CEO), Erode, Mr.S.K.Vishwanathan reported, he also stated that if a school-age child does not attend school, the head teacher, teachers and officials of the area can be taken to task. "But no specific punishment is mentioned, even giving a memo could be considered as punishment. According to the Act, 25 per cent of seats in private schools should be allotted to the poor in the area. The government will bear their educational expenses. However, the rule is applicable only if there is no government school within a stipulated distance. While it is 1 Km for a primary school, the distance are greater for middle, high and higher secondary schools.

A recommendation has been sent to open nearly 50 primary and middle schools in the hill and forest areas of Erode District.

**ANNUAL STATUS OF EDUCATION REPORT - 2010**

The ANNUAL STATUS OF EDUCATION REPORT (ASER) study, is facilitated by a non-governmental organisation Pratham. The annual survey seeks to look at learning outcomes in children in the age group of 6 to 14 years, by testing their ability in reading and arithmetic, using simple tests. The annual survey has been conducted across the country since 2002.

32 The New Indian Express, Coimbatore, Thursday 21 March, 2013, pg. 3.
33 http://www.educationworldonline.net/index.php/page-article-choice-more-id-2628
A full decade after launch of the ambitious Sarva Shiksha Abhiyan (Education for All) initiative in the new millennium; introduction of the free primary school mid-day meal scheme; imposition of a 2 per cent cess for primary education (2004); passage of the historic Right to Free and Compulsory Education Act, 2009 and an estimated Rs.1,000,000 crore having been poured into the country’s 1.20 million government primary schools over the past decade, there’s little to show for it. On the contrary, learning outcomes in the country’s 1.05 million government rural primary and upper primary schools have gone from bad to worse. An estimated Rs.1,85,000 crore (half the country’s Rs.3,72,000 crore educational expenditure) was spent by the Centre and 28 State Governments on primary education in 2010-11.

The status of primary/elementary education in India, which grudgingly hosts the world’s largest child population (450 million) and whose political and business leaders express eagerness to encash the country’s unplanned ‘demographic dividend’, merit the serious consideration of the Union Human Resource Development (HRD) ministry, educationists and academics in particular. Surprisingly the southern state of Tamil Nadu (population 62 million), popularly believed to be among the most progressive and educationally developed states of the Indian Union, has been shown in poor light.

These conclusions of Annual Status of Education Report (ASER) 2010 pertaining to Tamil Nadu indicate that the celebrated Activity Based Learning (ABL) pedagogy introduced by the state government specifically to improve children’s learning competencies has been a failure.

However the better than expected state of primary schools’ infrastructure reported in ASER 2010 indicates that the Central government’s flagship Sarva Shiksha Abhiyan (SSA) campaign and the Rs.1,000,000 crore allocated to the programme over the past decade has been mainly expended on building and upgrading infrastructure, leaving little for teacher training and
pedagogy development. Unfortunately the recently enacted RTE Act, which guarantees all children between the ages of 6-14, compulsory elementary education (class I-VIII), follows the same path. While the Act details elaborate infrastructure requirements, it shockingly fails to specify minimum learning outcomes and competencies, the children must attain at various stages of primary schooling. Worse, it absolves teachers of all accountability. Confronted with the prospect of a revolt within the nation’s 5.5 million primary teachers’ community, the Central government dropped a provision in the draft RTE Bill empowering school management committees to monitor teacher attendance with the discretion to penalise absenteeism.

THE ANNUAL SCHOOL EDUCATION REPORT - 2013

Nationwide study shows Tamil Nadu is superior to other States when it comes to enrolment rates and infrastructure provided in rural schools, but lack basic learning. Schools in rural areas across the State may have improved infrastructure and enrolment rates, but children are still found lacking in basic learning skills.

These findings were revealed in the Annual Status of Education Report (ASER) – 2013 released on 8th February, 2013. This year, it was carried out with the help of nearly 690 volunteers from 21 Non Government Organisations (NGOs) who visited nearly 22,844 households in 811 villages across the State of Tamilnadu. Every child is asked to read a story in Tamil first. If found struggling, he/she is asked to read words and then identify letters. Similarly, he/she is also asked to subtract two-digit numbers with the assumption that a student in class II knows to do so. Only 17.4 per cent of children in class III were able to do the simple math, the study found, while only 31.5 per cent of them could read a simple paragraph. The report also

34 The Hindu, Sunday February 10, 2013, p.5
http://www.thehindu.com/todays-paper/tp-national/tp-tamilnadu/state-students-better-off-but-lack-basic-learning/article4399051.ece
revealed a substantial number of students had shifted from government-run schools to private ones. The enrolment rate in private schools was 15.7 per cent in 2007 and this increased to 30.2 per cent in 2012, while in government schools, it had come down to 69.8 per cent from 84.3 per cent.

This again made no difference to students’ reading proficiency. However, in arithmetic skills, children of private schools were found to be better than their peers in government schools. Tamil Nadu, according to the report, shows higher level of compliance to RTE rules that mandate teacher-student ratio, accessibility to toilets and drinking water. The study also says Tamil Nadu’s levels in arithmetic have remained close to 40 per cent in the last five years while the figures have declined nationally. Shortcomings in quality of education needs to be looked at. The findings of the report reflect the tragic state of elementary education.

99.4 per cent of school children aged 6 to 14 years are back to school. 70 per cent of the children go to government schools, while 29% of the children go to private schools. The learning outcome of children in first Standard is 43.4 per cent, 43.6 per cent in second standard and 29.9 per cent in fifth standard.

35.1 per cent of girls in 2010 are provided with usable toilets in Tamilnadu and it has increased to 62.2 per cent in 2012.

Children in many rural areas have stopped going to school because teachers never come. There are also issues of abuse and discrimination.

It is clear from the above that the Union Government and Tamil Nadu Government implemented various policy measures for the promotion of primary education from time to time. All these measures are monitored and evaluated by various committees and commissions in order to improve the primary education.